# **Title of Instructional Materials**: Math in Focus

**Grade Level**: Grade 5

Re	viewe	ers:
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# Summary of Math in Focus

Overall Rating:	<ul><li> Weak (1-2)</li><li> Moderate (2-3)</li><li> Strong (3-4)</li></ul>	Important Mathematical Ideas:	<ul><li> Weak (1-2)</li><li> Moderate (2-3)</li><li> Strong (3-4)</li></ul>
<b>Summary / Justification / Eviden</b> Good problem solving and concepts missing.		Summary / Justification / Eviden	ice:
Skills and Procedures:	<ul><li> Weak (1-2)</li><li> Moderate (2-3)</li><li> Strong (3-4)</li></ul>	Mathematical Relationships:	<ul><li> Weak (1-2)</li><li> Moderate (2-3)</li><li> Strong (3-4)</li></ul>
Summary / Justification / Eviden	ce:	Summary / Justification / Eviden	ice:



Title of Instructional Materials:

Graph points on the coordinate plane to solve real-world and mathematical problems.	Summary and documentati met. Cite examples from the	on of how to	he domain, cluste	er, and stand	dard are
5.G.1	Important Mathematical Ideas	3.7	1		_
Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understood that the first	important matriernatical ideas	1	2	3	4
ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes	Skills and Procedures		2	3	<del></del>
and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).		•			
	Mathematical Relationships	<del>-</del>			<del></del>
		<sup>3</sup> 1	2	3	4.
	Summary / Justification / Ev	vidence		16,0	fatts.
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Lackain a	GO N	Maring Francisco	g and the grade of the control of th	3 · 3 · 4 · 4 · 4 · 4 · 4 · 4 · 4 · 4 ·
	Dortions of the Jamein also	.4			
WID 31-138	Portions of the domain, clus developed in the instruction	ster, and sta nal materials	indard that are m s (if any):	issing or no	ot well
	No Land	10n H	16/45		. 41
	Oursell Detice				
	Overall Rating		2	3	4

Reviewed By:	
Title of Instructional Materials:	

Graph points on the coordinate plane to solve real-world and mathematical problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.					
5.G.2	Important Mathematical Ideas					
Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	Important Mathematical Ideas		2	3	4	
	Skills and Procedures	<del>*************************************</del>	2	3	<del></del>	
	Mathematical Relationships	<del>\</del>			<del></del>	
		1	2	3	4	
	Summary / Justification / E	vidence		<u>\$</u>		
Indicate the chapter(s), section(s), and/or page(s) reviewed.						
	Portions of the domain, clu developed in the instruction			missing or no	t well	
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		<u></u>	***************************************			
	Overall Rating		2	3	4	



Reviewed By:	-	 
Title of Instructional Materials:		

Classify two-dimensional figures into categories based on their properties.	Summary and documentation of how the domain, cluster, and standard met. Cite examples from the materials.				
5.G.3					,
Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	<del></del>			V
į s	E	1	2	3	4
	Summary / Justification / Ev	ridence	tsofo	ethiluit	Mea
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Cottile	# 1	Y	4	
Ch 13. 182 - 228	Portions of the domain, clus developed in the instruction	ster, and stand	dard that are	missing or not	well
	lacking real u	world.		g e	And of the same
	1				
1	Overall Rating	<del>                                     </del>	1 2	3	*



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Title of Instructional Materials:

		Summary and documentation of how the domain, cluster, and standard met. Cite examples from the materials.					
Important Mathematical Ideas	44						
	1	2	3	4			
Skills and Procedures	<del>                                      </del>		<del></del>	<del></del>			
	1	2	3	4			
Mathematical Relationships	<del></del>			<del></del>			
	1	2	3	4			
Summary / Justification / E	vidence						
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Overall Rating	<del>                                      </del>	1 2	3	—————————————————————————————————————			
	Mathematical Relationships  Summary / Justification / E  Portions of the domain, cludeveloped in the instruction	Mathematical Relationships  I  Summary / Justification / Evidence  Portions of the domain, cluster, and st developed in the instructional material	Skills and Procedures  1 2  Mathematical Relationships 1 2  Summary / Justification / Evidence  Portions of the domain, cluster, and standard that are developed in the instructional materials (if any):	Skills and Procedures  1 2 3  Mathematical Relationships 1 2 3  Summary / Justification / Evidence  Portions of the domain, cluster, and standard that are missing or n developed in the instructional materials (if any):			



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Title of Instructional Materials:

MATHEMATICS: GRADE 5 - GEOMETRY - 5.G

Graph points on the coordinate plane to solve real-world and Summary and documentation of how the domain, cluster, and standard are mathematical problems. met. Cite examples from the materials. 5.G.1 Important Mathematical Ideas Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide 3 with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one Skills and Procedures axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes 3 and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate). Mathematical Relationships 3 Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): ns function tables Only 1 Denote - no reger of depoles Overall Rating

Reviewed By:	
Title of Instructional Materials:	

Graph points on the coordinate plane to solve real-world and mathematical problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
5.G.2	Important Mathematical Ideas
Represent real world and mathematical problems by graphing points in the irst quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	1 2 3 4
	Skills and Procedures
	1 2 3 4
e de la companya de La companya de la companya del companya de la companya del companya de la co	Mathematical Relationships
	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.	
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating  1 2 3 4



Reviewed By:	
Title of Instructional Materials:	

Classify two-dimensional figures into categories based on their properties.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				d are
5.G.3					
Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.	Important Mathematical Ideas	1	2	3	<del>- →</del> 4
	Skills and Procedures	1 .	2	3 /	4
	Mathematical Relationships	+		<del></del>	<del>//-</del>
	i	I	2	3 /	4
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Indicate the chapter(s), section(s), and/or page(s) reviewed.	<i>(</i>	:		•	4
Ch 13 182 - 228	Portions of the domain, clus developed in the instruction	al materials	(if any):	missing or not we	eli
	Overall Rating	1	2	3	——— → 4



Reviewed By:	
Title of Instructional Materials:	

Classify two-dimensional figures into categories based on their properties.	Summary and documentation met. Cite examples from the		e domain, clus	ster, and stan	dard are
5.G.4	Important Mathematical Ideas	4	1	1	1.3
Classify two-dimensional figures in a hierarchy based on properties.	important mainemana recas	1	2	3	4
	Skills and Procedures	<del>                                     </del>			<del>++</del>
		1	2	3	4
	Mathematical Relationships	<del></del>			<del></del>
i · · · · · · · · · · · · · · · · · · ·	ı	1	2	. 3	<u> </u>
	Summary / Justification / E	vidence			
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	Portions of the domain, clu developed in the instruction			missing or n	ot well
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PANELLO)					
	Overall Rating	<b>←  </b>	2	3	<del></del>

Math in Four-5

Title of Instructional Materials:

# MATHEMATICS: GRADE 5 - NUMBER AND OPERATIONS-FRACTIONS - 5.NF

Use equivalent fractions as a strategy to add and subtract fractions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
5.NF.1	
Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general,	Important Mathematical Ideas  1 2 3
a/b + c/d = (ad + bc)/bd.)	Skills and Procedures  1 2 3 4
	Mathematical Relationships  I 2 3
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary/ Justification / Evidence  Charles White Wall with the way with the company of the compa
PJ. 140-159 PJ. 140-159	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating  1 2 3

M.F-5

Title of Instructional Materials:

# MATHEMATICS: GRADE 5 - NUMBER AND OPERATIONS-FRACTIONS - 5.NF

Use equivalent fractions as a strategy to add and subtract fractions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.	Important Mathematical Ideas  1  3 4
	Skills and Procedures  1  3 4
	Mathematical Relationships  1  3  4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence 1412/43  Four brilly this (many practice)
P.143- Graction P.153- Praction	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):  The provided House of the control of the con
	Overall Rating  1 1 2 3 4



Title of Instructional Materials

#### MATHEMATICS: GRADE 5 - NUMBER AND OPERATIONS-FRACTIONS - 5.NF

Apply and extend previous understandings of multiplication and Summary and documentation of how the domain, cluster, and standard are division to multiply and divide fractions. met. Cite examples from the materials. 5.NF.3 Important Mathematical Ideas Interpret a fraction as division of the numerator by the denominator (a/b =)  $a \div b$ ). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 Skills and Procedures equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie? Mathematical Relationships Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating



Title of Instructional Materials:

## MATHEMATICS: GRADE 5 - NUMBER AND OPERATIONS - FRACTIONS - 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.					
<ul><li>5.NF.4a</li><li>4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</li></ul>	Important Mathematical Ideas  I 2 3					
a. Interpret the product $(a/b) \times q$ as a parts of a partition of $q$ into $b$ equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$ . For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$ , and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$ . (In general, $(a/b) \times (c/d) = ac/bd$ .)	Skills and Procedures  1 2 4					
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Mathematical Relationships  1 2 3					
	Summary / Justification / Evidence 184  P. G. W.					
115-17	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):					
	p. 175 plant orthant out xexm					
	Overall Rating  1  2  3  4					

MiF-5

Title of Instructional Materials:

# MATHEMATICS: GRADE 5 - NUMBER AND OPERATIONS - FRACTIONS - 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.					
5.NF.4b	Important Mathematical Ideas					
Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.	1 2 3					
b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.	Skills and Procedures  1 2 3					
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Mathematical Relationships  1  3  4					
	Summary / Justification / Evidence					
0.169	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):					
203	P. 175 Coophisis Now Elward Connection					
	Overall Rating  1 2 3 4					

M:F-5

Title of Instructional Materials:

#### MATHEMATICS: GRADE 5 - NUMBER AND OPERATIONS - FRACTIONS - 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	Summary and documentation met. Cite examples from the		domain, clu	ster, and stand	lard are
5.NF.5a					
5. Interpret multiplication as scaling (resizing), by:	Important Mathematical Ideas	+			<b>→</b>
a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.		I	2	3	4
	Skills and Procedures	<del></del>			<b>→</b>
		1	2	3	4
	Mathematical Relationships	4-1		1	
		1	2	3	4
	Summary / Justification / Ev	/idence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.		`			
P-168 281 301	Portions of the domain, clus developed in the instruction	ster, and stan	dard that are if any):	missing or no	ot well
780-1			pr 1	MS	Por
J nam	Overall Rating	<b>(</b>		<u> </u>	<del></del>



Title of Instructional Materials:

#### MATHEMATICS: GRADE 5 - NUMBER AND OPERATIONS - FRACTIONS - 5.NF

Apply and extend previous understandings of multiplication and Summary and documentation of how the domain, cluster, and standard are division to multiply and divide fractions. met. Cite examples from the materials. 5.NF.5b Important Mathematical Ideas 5. Interpret multiplication as scaling (resizing), by: b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); Skills and Procedures explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence  $a/b = (n \times a)/(n \times b)$  to the effect of multiplying a/b by 1. Mathematical Relationships Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating

MIF-15

Title of Instructional Materials:

## MATHEMATICS: GRADE 5 - NUMBER AND OPERATIONS - FRACTIONS - 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	Summary and documentation met. Cite examples from the		domain, clus	ter, and standard	d are
5.NF.6	1	_	_		$\overline{}$
Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures	<b>←</b>	2	3	
	Mathematical Relationships	1	2	3	
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Ex	idence bless w/r	valic	Distribution	No.
P165,167 P169-174 184 197	Portions of the domain, clus developed in the instruction	ster, and stand	ard that are	<del> </del>	
169-181-189 197	Overall Rating	1	2	3	++

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Title of Instructional Materials:

## MATHEMATICS: GRADE 5 - NUMBER AND OPERATIONS - FRACTIONS - 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	Summary and documentation met. Cite examples from the		domain, cluste	r, and stand	ard are
5.NF.7a  7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.¹	Important Mathematical Ideas	<del>(  </del>	2	3	
<ul> <li>a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for (1/3) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) × 4 = 1/3.</li> </ul>	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
1 Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.  Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E	Mort		1,	
V-145-101 V-145-101 V-145-101 V-145-101	Portions of the domain, cluded developed in the instruction			issing or no	t well
Y 1 ps.	Overall Rating	<b>←  </b> I	2	3	4



Title of Instructional Materials:

# MATHEMATICS: GRADE 5 - NUMBER AND OPERATIONS - FRACTIONS - 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	Summary and documentation met. Cite examples from the			ster, and stan	dard are
5.NF.7b					
<ol> <li>Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.<sup>1</sup></li> </ol>	Important Mathematical Ideas	<b>←</b> [-	2	3	4
b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for 4 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 × (1/5) = 4.	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	<del></del>
1 Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.	Summary / Justification / Ev	ridence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Not available	Portions of the domain, clus developed in the instruction			missing or n	ot well
	Overall Rating	1	2	3	4



Title of Instructional Materials:

#### MATHEMATICS: GRADE 5 - NUMBER AND OPERATIONS - FRACTIONS - 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	Summary and documentation of how the domain, cluster, and standa met. Cite examples from the materials.				dard are
<ul> <li>5.NF.7c</li> <li>Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.<sup>1</sup></li> </ul>	Important Mathematical Ideas	<b>4</b>	2	3	4
c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?	Skills and Procedures	I	2	3	4
	Mathematical Relationships	1	2	3	4
1 Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, cludeveloped in the instruction			missing or n	ot well
P 19633 C. R.	Overall Rating	<del>{ [</del>	2	3	<del></del>

Reviewed By:	
Title of Instructional Materials:	

#### MATHEMATICS: GRADE 5 - MEASUREMENT AND DATA - 5.MD

Convert like measurement units within a given measurement system.	Summary and documentation met. Cite examples from the			ıster, and stan	dard are
5.MD.1					
Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	<del>   </del>	2	<del></del>	<b>→</b> 4
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clus developed in the instruction			e missing or n	ot well
	Overall Rating	<b>+</b>			+

M.F. 5

Title of Instructional Materials:

# MATHEMATICS: GRADE 5 - MEASUREMENT AND DATA - 5.MD

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	Summary and documentation met. Cite examples from the		e domain, clus	ter, and sta	andard are
5.MD.3a					
<ol> <li>Recognize volume as an attribute of solid figures and understand concepts of volume measurement.</li> </ol>	Important Mathematical Ideas	1	2	3	4
a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.  Indicate the chapter(s), section(s), and/or page(s) reviewed.	Skills and Procedures	<del>                                      </del>	2	3	4
	Mathematical Relationships	1	2	3	4
	Summary Justification 12	idende l	roughly		
	Portions of the domain, clus developed in the instruction	ster, and sta nal materials	ndard that are (if any):	missing or	not well
	Overall Rating	1	2	3	4

Reviewed By:	
Title of Instructional Materials:	Mix-5

## MATHEMATICS: GRADE 5 - MEASUREMENT AND DATA - 5.MD

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	Summary and documentation met. Cite examples from the			ter, and stan	dard are
5.MD.3b					and the same of th
Recognize volume as an attribute of solid figures and understand concepts of volume measurement.	Important Mathematical Ideas	1	2	3	4
<ul> <li>A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.</li> </ul>	Skills and Procedures	<del>(  </del> 1	2	<del> </del> 3	- ( <del>1)</del>
	Mathematical Relationships	1	2	3	<b>+</b>
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Eventually and the instruction	ster, and sta		Plww)	ot well
297	Overall Rating	<del>(  </del>	2	3	<b>—</b>

The Charles A. Dana Center

Reviewed By:

Title of Instructional Materials:

### F-G

#### MATHEMATICS: GRADE 5 - MEASUREMENT AND DATA - 5.MD

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
5.MD.4	
leasure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, nd improvised units.	Important Mathematical Ideas  1 2 3 4
	Skills and Procedures  1 2 3
	Mathematical Relationships  1 2 3 4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence  The first war of the first of the
Sel previous	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating  1 2 3

MF-5

Title of Instructional Materials:

#### MATHEMATICS: GRADE 5 - MEASUREMENT AND DATA - 5.MD

Geometric measurement: understand concepts of volume and relate Summary and documentation of how the domain, cluster, and standard are volume to multiplication and to addition. met. Cite examples from the materials. 5.MD.5a Important Mathematical Ideas 5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume Skills and Procedures is the same as would be found by multiplying the edge lengths. equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication. Mathematical Relationships Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating

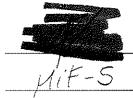
The Charles A. Dana Center



Title of Instructional Materials:

#### MATHEMATICS: GRADE 5 - MEASUREMENT AND DATA - 5.MD

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<ul><li>5.MD.5b</li><li>5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.</li></ul>	Important Mathematical Ideas
b. Apply the formulas $V = I \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.	Skills and Procedures  1 2 3
	Mathematical Relationships  1 2 3
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence  NS. 759  (W. W. W
\$ 296 297, be 15 299 301-30~	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
29° 301-30°	Overall Rating  I 2 3 4



Title of Instructional Materials:

#### MATHEMATICS: GRADE 5 - MEASUREMENT AND DATA - 5.MD

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
5.MD.5c  5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.	Important Mathematical Ideas  1 2 3
c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.	Skills and Procedures  1 2 3
	Mathematical Relationships  1 2
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Histification / Evidence 297  Stories  Stories
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
- J- °	Overall Rating  1 2



Title of Instructional Materials:

#### MATHEMATICS: GRADE 5 - GEOMETRY - 5.G

Graph points on the coordinate plane to solve real-world and mathematical problems.	Summary and documentation met. Cite examples from the		domain, clu	ster, and stan	dard are
<b>5.G.1</b> Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide	Important Mathematical Ideas	<del>(  </del>	2	1 3	
with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes	Skills and Procedures	1	2	3	
and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).	Mathematical Relationships	1	2	3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Ex				
	Portions of the domain, clus developed in the instruction			missing or n	ot well
	Overall Rating	<del></del>		<del> </del> 3	(+)

Title of Instructional Materials: 4F-5

## MATHEMATICS: GRADE 5 - GEOMETRY - 5.G

Graph points on the coordinate plane to solve real-world and mathematical problems.	Summary and documentation of how the domain, cluster, and standard armet. Cite examples from the materials.
5.G.2  Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	Important Mathematical Ideas  1 2 3
	Skills and Procedures  1 2 3
	Mathematical Relationships  1 2 3 4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):  When the product of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):  When the product of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):  When the product of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):  When the product of the domain is a second of the domain i
	Overall Rating  I 2 3

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MF-5

Title of Instructional Materials: \_\_\_

# MATHEMATICS: GRADE 5 - GEOMETRY - 5.G

Classify two-dimensional figures into categories based on their properties.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
5.G.3  Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four	Important Mathematical Ideas 3 4
right angles.	Skills and Procedures  2 3 4
	Mathematical Relationships 3 4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence  Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
70,	Overall Rating 3 4

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MF-5

Title of Instructional Materials: \_\_\_

#### MATHEMATICS: GRADE 5 - GEOMETRY - 5.G

Important Mathematical Ideas
Skills and Procedures  1 2 3 4
Mathematical Relationships 2 3 4
Summary / Justification / Evidence
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):  Overall Rating

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Title of Instructional Materials: Math in Focus (Singapore)

#### MATHEMATICS: GRADE 5 - NUMBER AND OPERATIONS-FRACTIONS - 5.NF

Use equivalent fractions as a strategy to add and subtract fractions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				
5.NF.1  Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$ . (In general, $a/b + c/d = (ad + bc)/bd$ .)	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures	<del>                                      </del>	2	3	***************************************
	Mathematical Relationships	<del>                                      </del>	<b>1</b> 2	3	<del> } 4</del>
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence  - TEACHED - I - WY ONLINE DENDMINATORS THOSE MORES - FREE - CONTROL - MORES - MORES - FREE - CONTROL - MORES - MORES - FREE - CONTROL - MORES - MORES - MORES - MORES - FREE - CONTROL - MORES - FREE - CONTROL - MORES - MORES - FREE - CONTROL - MORES - MORES - FREE - CONTROL - MORES - MORES - MORES - FREE - CONTROL - MORES - M				
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):				
	Overall Rating	1	2	<del>- </del> 3	4

The Charles A. Dana Center

# MATHEMATICS: GRADE 5 - NUMBER AND OPERATIONS-FRACTIONS - 5.NF

Use equivalent fractions as a strategy to add and subtract fractions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.					
5.NF.2  Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect	Important Mathematical Ideas Skills and Procedures	1	2	3	4	
result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.		1	2	3	4	
Indicate the chapter(s), section(s), and/or page(s) reviewed.  A:122-159	Mathematical Relationships	1	2	3	4	
	Summary / Justification / Evidence  • WORD PROBLEMS (MAINLY DE END OF UNIT)  • ESTIMATION W/ BEICHMUCKS					
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):					
	Overall Rating	1	2	3	4	

The Charles A. Dana Center

Title of Instructional Materials:

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#### MATHEMATICS: GRADE 5 - NUMBER AND OPERATIONS-FRACTIONS - 5.NF

Apply and extend previous understandings of multiplication and Summary and docum efation of how the domain, cluster, and standard are division to multiply and divide fractions. m etCite exam plesform the materials. 5.NF.3 Important Mathematical Ideas Interpret a fraction as division of the numerator by the denominator (a/b =a ÷ b). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 Skills and Procedures equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie? Mathematical Relationships Sum many / Justification / Evidence \* TRACHES FRACTION AS EMPTHAL EDIT TO SHOW DIVINGO) · INCLUDES ESCUTED NOCO PROBLEMD Indicate the chapter(s), section(s), and/or pag (s) reviewed. A: [3] - [38, 150 . 157, 159 Postions of the domain, cluster, and standard that are missing or not well dev eloped in the instructional materials (if any): Overall Rating

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Title of Instructional Materials:

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#### MATHEMATICS: GRADE 5 - NUMBER AND OPERATIONS - FRACTIONS - 5.NF

Apply and extend previous understandings of multiplication and Summary and documentation of how the domain, cluster, and standard are division to multiply and divide fractions. met. Cite examples from the materials. 5.NF.4a Important Mathematical Ideas 4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. a. Interpret the product  $(a/b) \times q$  as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations Skills and Procedures  $a \times q \div b$ . For example, use a visual fraction model to show (2/3)  $\times$  4 = 8/3, and create a story context for this equation. Do the same with  $(2/3) \times (4/5) = 8/15$ . (In general,  $(a/b) \times (c/d) = ac/bd$ .) Mathematical Relationships Summary / Justification / Evidence & SHOWS WITH MODES - AND DE TWO WELL TO NOW E WEST KINDERS Indicate the chapter(s), section(s), and/or page(s) reviewed. A: 165-184 /191-203 Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating

Reviewed By:

Title of Instructional Materials: March 10 Foods

#### MATHEMATICS: GRADE 5 - NUMBER AND OPERATIONS - FRACTIONS - 5.NF

Apply and extend previous understandings of multiplication and Summary and documentation of how the domain, cluster, and standard are division to multiply and divide fractions. met. Cite examples from the materials. 5.NF.4b Important Mathematical Ideas 4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and Skills and Procedures show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas. Mathematical Relationships Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. A: 165, 175, 203 Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): \* DOBS THE CONTROL CONTROL TO ASSA ! DALY SHOULD FOR TO MUTINEY TEACONS SING & DECTANGUAL MODEL AN GIVEN SONEIR'S ONE SON'N MONEUM LIENTHED IN AGEA WITH TRACTIONS Overall Rating

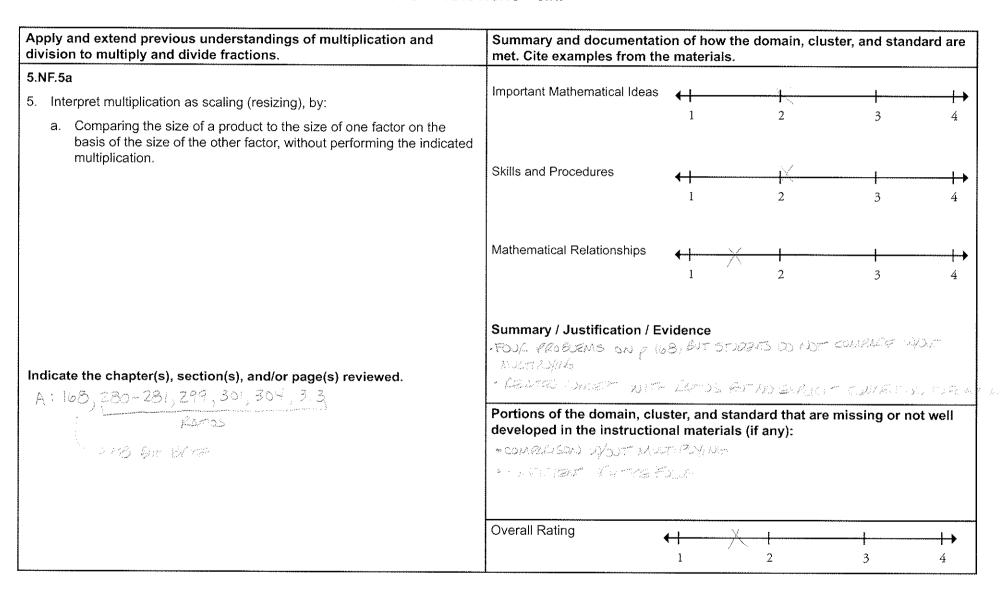
The Charles A. Dana Center

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ALC: TO IT CO	J 7 .

Title of Instructional Materials:

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### MATHEMATICS: GRADE 5 - NUMBER AND OPERATIONS - FRACTIONS - 5.NF



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Title of Instructional Materials: Main in Focus

### MATHEMATICS: GRADE 5 - NUMBER AND OPERATIONS - FRACTIONS - 5.NF

Apply and extend previous understandings of multiplication and Summary and docum etation of how the domain, cluster, and standard are division to multiply and divide f actions. m the Cite exam ple from the materials. 5.NF.5b Important Mathematical Ideas 5. Interpret multiplication as scaling (resizing), by: b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); Skills and Procedures explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence  $a/b = (n \times a)/(n \times b)$  to the effect of multiplying a/b by 1. Mathematical Relationships Sum rary / Justification / Evidence . SPUTS SOUR OF PROPER AND IMPROVED FRACTIONS THE SOME OF CHAMP PROUP OF POLE NUMBERS OF MAKE MARBOW AND MODELS OF WARD MANGES BY ARBITISHED HANDONS Indicate the chapter(s), section(s), and/or pag (s) reviewed. A: 165-168, 175-18) (FRAMEN) Portions of the domain, cluster, and standard that are m sising or not well R: 36-50 (DELINAL) developed in the instructional materials (if any): , DOB NOT EXPLICITLY COMPARE OF HOME SENDENTS EN ALMA THE DIFFERENCE SETVERN DANGER OF FRACTIONS ZANDS OF Overall Rating

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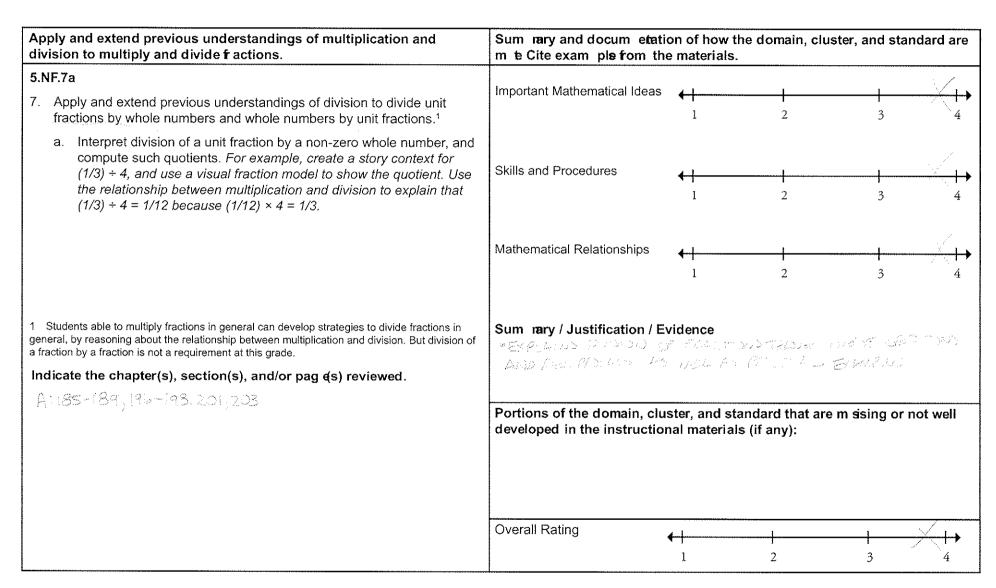
Title of Instructional Materials: Main in Focus

# MATHEMATICS: GRADE 5 - NUMBER AND OPERATIONS - FRACTIONS - 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide f actions.	Sum mary and docum etati m te Cite exam ple from the		ne domain, clus	ster, and star	ndard are
5.NF.6					
Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.	Important Mathematical Ideas	1	2	3	<del>//</del> → 4
	Skills and Procedures	<del>                                      </del>	2	<del> </del> 3	<del></del>
	Mathematical Relationships	<b>←  </b> 1	2	3	<del>√ </del> → 4
Indicate the chapter(s), section(s), and/or pag (s) reviewed.  A: 165 - 177, 181-184, 192-(97) 203	Sum rary / Justification / Ex	iotallia N	25 - 05 19855 1907 - 11085	San <sup>46</sup>	
MARKON THAT SOT MARKET 1/203	Portions of the domain, cludeveloped in the instruction			m sising or r	not well
	Overall Rating	44		<u> </u>	
		1	2	3	4

Title of Instructional Materials:

#### MATHEMATICS: GRADE 5 - NUMBER AND OPERATIONS - FRACTIONS - 5.NF



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Title of Instructional Materials: Marn in Forus

### MATHEMATICS: GRADE 5 - NUMBER AND OPERATIONS - FRACTIONS - 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	Summary and documentati met. Cite examples from the	on of how the domain, cluster, and standard are e materials.
<ul> <li>5.NF.7b</li> <li>7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.<sup>1</sup></li> </ul>	Important Mathematical Ideas	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$
b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for 4 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 × (1/5) = 4.	Skills and Procedures	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$
	Mathematical Relationships	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$
Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.  Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E	vidence
	developed in the instruction	ster, and standard that are missing or not well nal materials (if any):
	Overall Rating	1 2 3 4

The Charles A. Dana Center

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Title of Instructional Materials:	Ploto Tonis

Apply and extend previous understandings of multiplication and division to multiply and divide f actions.	Sum rary and docum etati m to Cite exam pls from the			ster, and stand	dard are
<ul> <li>5.NF.7c</li> <li>7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.<sup>1</sup></li> </ul>	Important Mathematical Ideas	<del>   </del>	2	3	4
c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?	Skills and Procedures	1	2	3	4
	Mathematical Relationships	<b>← </b> 1	2	3	4
Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.  Indicate the chapter(s), section(s), and/or pag (s) reviewed.	Sum rary / Justification / E	1 377.2	dg i ved	: ;	
A: 185-(89-198-198,203	Portions of the domain, cludeveloped in the instruction	nal material	s (if any):	-	ot well
	Overall Rating	<b>←                                    </b>	2	3	<del></del>



Lette some ob The models weeks sugars is

math Flocus The Singapore approach

# Instructional Materials Analysis and Selection

**Phase 3:** Assessing Content Alignment to the Common Core State Standards for Mathematics

Would like to see of real world (
more development to a

problem solving stegies.

Problem of Drategies.



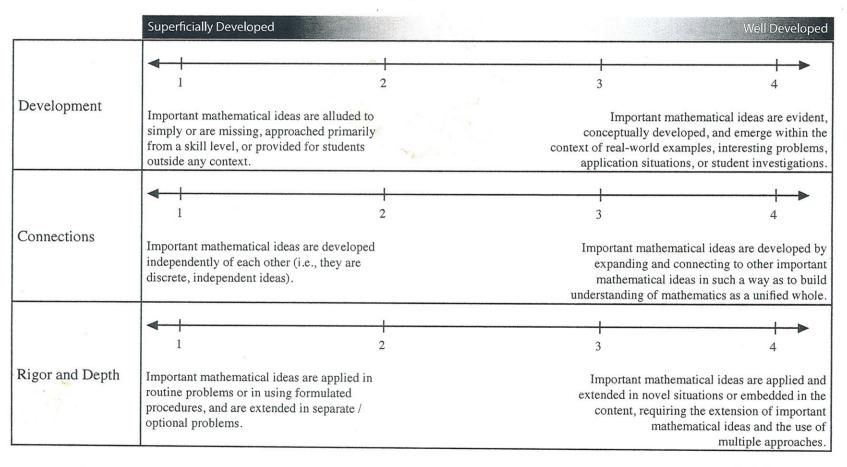
Grade 5

Some production





# Important Mathematical Ideas: Understanding the scoring



Overall = 2 2 2 1.
Would like to see more
development of problem
solving + strategies

Reviewed By:	
Title of Instructional Materials:	-

1. Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Indicate the chapter(s), section(s), or page(s) reviewed.

ch1, 2, 3, 5, 6, 7, 10

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Tipe-Moth Goural to demonstrate student thinking Overall Rating
Hands on activity
leal world problems



Reviewed By:	·
Title of Instructional Materials:	

2. Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence



Reviewed By:	
Title of Instructional Materials:	

3. Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

"Lets Explore" allows students to discuss + construct explanations math yournal

Indicate the chapter(s), section(s), or page(s) reviewed.

14, 15, 81, 94,95

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence



Reviewed By:	
Title of Instructional Materials:	

#### 4. Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

Indicate the chapter(s), section(s), or page(s) reviewed.

SEA - Whole book

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Many modeled examples



Reviewed By:	
Title of Instructional Materials	

5. Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Calculator Protractor Ruler goropriate level

Indicate the chapter(s), section(s), or page(s) reviewed.

47, 48-50, 55, 60, 73, 78, 98-100 102, 104, 108, 113, 159; 162-164, 167, 170 Summary/Justification/Evidence [72, 175 Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):



Reviewed By:	
Title of Instructional Materials:	

# 6. Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

prosent finding to class

trade on activities

Indicate the chapter(s), section(s), or page(s) reviewed.

Summary/Justification/Evidence

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):



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Title of Instructional Materials:	

7. Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$ , older students can see the 14 as  $2 \times 7$  and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see  $5 - 3(x - y)^2$  as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

Lots of structure modeling instructions step by

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence



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Title of Instructional Materials:	

8. Look for and express regularity in repeated reasoning.

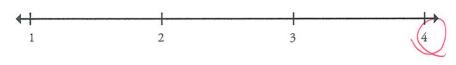
Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation (y-2)/(x-1)=3. Noticing the regularity in the way terms cancel when expanding (x-1)(x+1),  $(x-1)(x^2+x+1)$ , and  $(x-1)(x^3+x^2+x+1)$  might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.



Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence



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# MATHEMATICS: GRADE 5 - OPERATIONS AND ALGEBRAIC THINKING - 5.OA

Write and interpret numerical expressions.	Summary and documentati met. Cite examples from the		e domain, clus	ster, and stand	lard are
5.OA.1  Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.  55, 60-63, 64-66, 68, 73-74, 77-80, 92-95, 109, 113, 216-217, 227-228 230, 235, 237-240, 242, 245	Summary / Justification / E  Wed throughout the	book, red	lworld gre rad	amples,	
	Portions of the domain, cludeveloped in the instruction			missing or no	ot well
	Overall Rating	<del> </del>   1		3	+

Reviewed By:

Title of Instructional Materials:

#### MATHEMATICS: GRADE 5 - OPERATIONS AND ALGEBRAIC THINKING - 5.OA

Write and interpret numerical expressions.

### witte and interpret numerical expressions

#### 5.OA.2

Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as  $2 \times (8 + 7)$ . Recognize that  $3 \times (18932 + 921)$  is three times as large as 18932 + 921, without having to calculate the indicated sum or product.

Order of operation (as)

Indicate the chapter(s), section(s), and/or page(s) reviewed.

90-93, 95, 99-101, 111, 113, 208-210

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas



Skills and Procedures

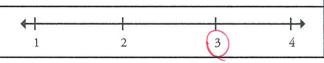


Mathematical Relationships



Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):



Reviewed By:	- 5	
Title of Instructional Materials:		

# MATHEMATICS: GRADE 5 - OPERATIONS AND ALGEBRAIC THINKING - 5.OA

Summary and documentation of how the domain, cluster, and standard are Analyze patterns and relationships. met. Cite examples from the materials. 5.OA.3 Important Mathematical Ideas Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate Skills and Procedures terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain mult by 10, 100, 1000 informally why this is so. Mathematical Relationships Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. 51-54, 56-59, 70-72, 74-77, 81 Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): 131-135, 136, 138, 156

Overall Rating

Reviewed By:

Title of Instructional Materials:

Understand the place value system.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.	
5.NBT.1  Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	Important Mathematical Ideas  1 2 3 4	
	Skills and Procedures  1 2 3 4	
	Mathematical Relationships  1 2 3	
	Summary / Justification / Evidence Developed & applied many ways - all year	
Indicate the chapter(s), section(s), and/or page(s) reviewed.		
A 5-8,9-10, 12-13, 16, 18, 20-21, 38-39, 52-53, 71-72, 81	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	
B-7-14, 16-17, 18-19, 20-22, 23, 27-29, 36-39, 42 43-44, 46-47, 51, 53-8, 60-61, 63-64	Overall Rating  1 2 3 4	

Reviewed By:	
Title of Instructional Materials:	

Understand the place value system.	Summary and documentation met. Cite examples from the	on of how the materials.	ne domain, clus	ter, and stand	ard are
<b>5.NBT.2</b> Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use	Important Mathematical Ideas	1	2	3	4
whole-number exponents to denote powers of 10.	Skills and Procedures	1	2	3	<del></del>
	Mathematical Relationships	<del>(  </del>	2	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.	·				. 16
	Portions of the domain, clu developed in the instructio	ister, and st nal materia	andard that are	missing or no	ot well
	Overall Rating	1	2	<del></del>	<del></del>

Reviewed By:	
Title of Instructional Materials:	

Understand the place value system.	Summary and documentation met. Cite examples from the	on of how the materials.	e domain, clu	ster, and stand	lard are
5.NBT.3a  3. Read, write, and compare decimals to thousandths.	Important Mathematical Ideas	<b>←</b>	2	3	<del></del>
<ul> <li>a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).</li> </ul>	Skills and Procedures	<del>4  </del> 1	2	3	<del> →</del> 4
	Mathematical Relationships	1	2	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, clu developed in the instructio	ster, and st nal material	andard that are s (if any):	e missing or n	ot well
	Overall Rating	1	2	( 3	<b>→   →</b> 4

Reviewed By:	

Title of Instructional Materials:

# MATHEMATICS: GRADE 5 - NUMBER AND OPERATIONS IN BASE TEN - 5.NBT

Understand the place value system.	Summary and documentation of how the met. Cite examples from the materials.		ster, and standa	ard are
5.NBT.3b  3. Read, write, and compare decimals to thousandths.  b. Compare two decimals to thousandths based on meanings of the	Important Mathematical Ideas	2	3	4
digits in each place, using >, =, and < symbols to record the results of comparisons.	Skills and Procedures	2	3	4
	Mathematical Relationships 1	2	3	4
	Summary / Justification / Evidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.				
18-22 27 Jule munder	Portions of the domain, cluster, and sta developed in the instructional materials		missing or not	well
	Overall Rating	2	(3)	4

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Reviewed By:	

Title of Instructional Materials:

Understand the place value system.	Summary and documentation of how the domain, cluster, and standard a met. Cite examples from the materials.			ndard are	
5.NBT.4  Use place value understanding to round decimals to any place.	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
20-22, 27, 29,56-58, 68-74, 75-80, 82-83	Portions of the domain, clu developed in the instruction			missing or r	not well
75-80,82-83					
	Overall Rating	<del>4  </del> 1	1 2	3	4

Reviewed By:	
Title of Instructional Materials:	

Perform operations with multi-digit whole numbers and with decimals to hundredths.	Summary and documentation met. Cite examples from the	on of how the materials.	e domain, clus	ster, and stand	dard are
5.NBT.5	Important Mathematical Ideas	4			<b></b> →
Fluently multiply multi-digit whole numbers using the standard algorithm.		1	2	3	4
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
De 832	Portions of the domain, clu developed in the instruction	ster, and stand materials	andard that are s (if any):	missing or n	ot well
	Overall Rating	1	2	3	4

Reviewed By:

Title of Instructional Materials:

Important Mathematical Ideas

## MATHEMATICS: GRADE 5 - NUMBER AND OPERATIONS IN BASE TEN - 5.NBT

Perform operations with multi-digit whole numbers and with decimals to hundredths.

Summary and documentation of how the domain, cluster, and standard are

#### 5.NBT.6

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Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

met. Cite examples from the materials.

Skills and Procedures



Mathematical Relationships



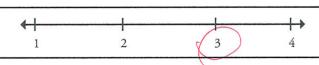
Summary / Justification / Evidence

Didn't see area models

Indicate the chapter(s), section(s), and/or page(s) reviewed.

50,70,72-74,77-81,82-89,92-94,96-97, 100,102, 104-105, 108, 111-113

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):



Reviewed By:

Title of Instructional Materials:

# MATHEMATICS: GRADE 5 - NUMBER AND OPERATIONS IN BASE TEN - 5.NBT

Perform operations with multi-digit whole numbers and with decimals to hundredths.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

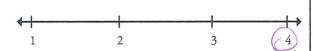
#### 5.NBT.7

Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

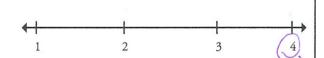
Important Mathematical Ideas



Skills and Procedures



Mathematical Relationships



Wattiernation (Clationships



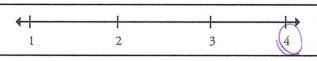
Indicate the chapter(s), section(s), and/or page(s) reviewed.

1,5,703, 104, 91-95, 99-102, 103-104

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

several models

Overall Rating



A

Title of Instructional Materials:	
Title of mistractional Materials.	

Use equivalent fractions as a strategy to add and subtract fractions.	nd subtract fractions.  Summary and documentation of how the domain, cluster, and standar met. Cite examples from the materials.		
5.NF.1  Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a	Important Mathematical Ideas  1 2	3 4	
way as to produce an equivalent sum or difference of fractions with like denominators. For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$ . (In general, $a/b + c/d = (ad + bc)/bd$ .)	Skills and Procedures  1 2	3 4	
	Mathematical Relationships  1 2	3 4	
	Summary / Justification / Evidence		
Indicate the chapter(s), section(s), and/or page(s) reviewed.			
A-122-126, 127-130, 140-144, 145-149, 151-153, 154, 156, 158-159	Portions of the domain, cluster, and standard that are developed in the instructional materials (if any):	missing or not well	
	Overall Rating		

Reviewed By:

Title of Instructional Materials:

### MATHEMATICS: GRADE 5 - NUMBER AND OPERATIONS-FRACTIONS - 5.NF

Use equivalent fractions as a strategy to add and subtract fractions.

#### 5.NF.2

Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.

Spale of a strong

Indicate the chapter(s), section(s), and/or page(s) reviewed.

A-122, 127, 129, 131-132, 134-135, 139 140-141, -145-146, 150-153, 154-155, 159 Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

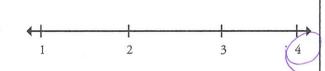
Important Mathematical Ideas



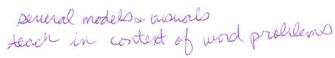
Skills and Procedures



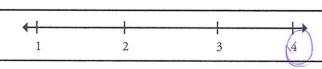
Mathematical Relationships



Summary / Justification / Evidence



Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):



Reviewed By:	
Title of Instructional Materials:	

Summary and documentation of how the domain, cluster, and standard are Apply and extend previous understandings of multiplication and met. Cite examples from the materials. division to multiply and divide fractions. 5.NF.3 Important Mathematical Ideas Interpret a fraction as division of the numerator by the denominator (a/b =  $a \div b$ ). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 Skills and Procedures equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie? Mathematical Relationships Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. A 131-136, 138, 150; 157, 159 Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating

Reviewed By:	
Title of Instructional Materials:	

Summary and documentati met. Cite examples from th	ion of how the e materials.	ne domain, clus	ster, and stand	lard are
Important Mathematical Ideas	<del>                                      </del>		2	<del></del>
	1	2	3	4
Skills and Procedures	1	2	3	4
Mathematical Relationships	1	2	3	4
Summary / Justification / E	Evidence			
Portions of the domain, cludeveloped in the instruction	uster, and st onal material	andard that are s (if any):	missing or no	ot well
Overall Rating	4			<del></del>
	met. Cite examples from the Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  Summary / Justification / E  Portions of the domain, cladeveloped in the instruction	met. Cite examples from the materials.  Important Mathematical Ideas  1  Skills and Procedures  1  Mathematical Relationships  1  Summary / Justification / Evidence  Portions of the domain, cluster, and st developed in the instructional material	met. Cite examples from the materials.  Important Mathematical Ideas  1 2  Skills and Procedures  1 2  Mathematical Relationships 1 2  Summary / Justification / Evidence  Portions of the domain, cluster, and standard that are developed in the instructional materials (if any):	Important Mathematical Ideas  1 2 3  Skills and Procedures  1 2 3  Mathematical Relationships 1 2 3  Summary / Justification / Evidence  Portions of the domain, cluster, and standard that are missing or no developed in the instructional materials (if any):

Reviewed By:	
Title of Instructional Materials:	

Summary and documentation of how the domain, cluster, and standard are Apply and extend previous understandings of multiplication and met. Cite examples from the materials. division to multiply and divide fractions. 5.NF.4b Important Mathematical Ideas 4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths. and Skills and Procedures show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas. Mathematical Relationships Summary / Justification / Evidence Lacks depth for such a large part of the Istep. Indicate the chapter(s), section(s), and/or page(s) reviewed. 165, 175, 203 Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating 2 4

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Reviewed By:	

Title of Instructional Materials:	
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Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
5.NF.5a  5. Interpret multiplication as scaling (resizing), by:  a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.	Important Mathematical Ideas  1 2 3 4  Skills and Procedures
	1 2 3 4
	Mathematical Relationships  1 2 3 4
	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating  1 2 3 4

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Reviewed By:

Title of Instructional Materials:

# MATHEMATICS: GRADE 5 - NUMBER AND OPERATIONS - FRACTIONS - 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

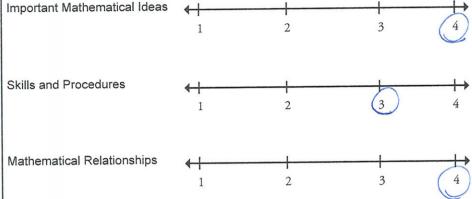
#### 5.NF.5b

- 5. Interpret multiplication as scaling (resizing), by:
  - b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence  $a/b = (n \times a)/(n \times b)$  to the effect of multiplying a/b by 1.

Mathematic

Indicate the chapter(s), section(s), and/or page(s) reviewed.

165-168 175-176 177-180



Summary / Justification / Evidence

nice models to show relationship

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Reviewed By:	
Title of Instructional Materials:	

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

#### 5.NF.6

Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

Yours about many way

Indicate the chapter(s), section(s), and/or page(s) reviewed.

165,167,169-174,177,181-184,

Important Mathematical Ideas

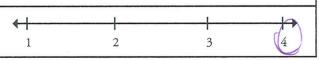


Skills and Procedures

Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):





Title of Instructional Materials:

#### MATHEMATICS: GRADE 5 - NUMBER AND OPERATIONS - FRACTIONS - 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

#### 5.NF.7a

- 7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.<sup>1</sup>
  - a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for (1/3) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) × 4 = 1/3.

13:4

1 Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.

Indicate the chapter(s), section(s), and/or page(s) reviewed.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas

1 2 3 4

Skills and Procedures

1 2 3

Mathematical Relationships

1 2 3

Summary / Justification / Evidence

Dood Examples Hards On activity

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Reviewed By:	
Title of Instructional Materials:	

# MATHEMATICS: GRADE 5 - NUMBER AND OPERATIONS - FRACTIONS - 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	Summary and documentation met. Cite examples from the	on of how the materials.	e domain, clus	ster, and stand	dard are
<ul> <li>5.NF.7b</li> <li>7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.<sup>1</sup></li> </ul>	Important Mathematical Ideas	1	2	3	4
b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for 4 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 × (1/5) = 4.	Skills and Procedures	<del>                                      </del>	2	3	4
	Mathematical Relationships	1	2	3	4
1 Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.  Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E	vidence			
	Portions of the domain, clu developed in the instructio			missing or n	ot well
	Overall Rating	<b>←</b>   1	2	3	<b>→</b> 4

34

Reviewed By:	

Title of Instructional Materials:

MATHEMATICS: GRADE 5 - NUMBER AND OPERATIONS - FRACTIONS - 5.NF

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

5.NF.7c

- 7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.<sup>1</sup>
  - c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?

2:3

3-1-5

Mathematical Relationships



Summary / Justification / Evidence

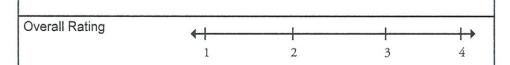
Important Mathematical Ideas

Skills and Procedures

1 Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.

Indicate the chapter(s), section(s), and/or page(s) reviewed.

185-189 196-198 203 Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):



Reviewed By:	
Title of Instructional Materials:	

Convert like measurement units within a given measurement system.	Summary and documentation met. Cite examples from the	on of how the e materials.	domain, clus	ster, and standa	ird are
<b>5.MD.1</b> Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	Important Mathematical Ideas		2	3	4
at monaph	Skills and Procedures	1	2	3	4
was cardinate of a ph	Mathematical Relationships	1	2	3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E Doesn't model / tea of measure,	vidence rch   comf	pare diff	erent unit	<i>5</i>
\$ 134,290,296,299 301-302	Portions of the domain, cludeveloped in the instruction	ister, and stan nal materials	ndard that are (if any):	missing or no	well
	Overall Rating	1	2	3	4

Reviewed By:	,
Title of Instructional Materials:	

Represent and interpret data.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
5.MD.2  Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different	Important Mathematical Ideas  1 2 3 4
measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.	Skills and Procedures  1 2 3 4
equally.  Oxoursed it grades  mastered in grades	Mathematical Relationships  1 2 3 4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence
153	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating  1 2 3 4

Title of Instructional Materials:

### MATHEMATICS: GRADE 5 - MEASUREMENT AND DATA - 5.MD

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

#### 5.MD.3a

- 3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement.
  - a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.

Important Mathematical Ideas

1 2 3 4

Skills and Procedures

1 2 3 4

Mathematical Relationships

1 2 3 4

Summary / Justification / Evidence
Very few real world examples
Problem Solving

Indicate the chapter(s), section(s), and/or page(s) reviewed.

B 27**5**-285 287-290 297 299-301 Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Title of Instructional Materials:

#### MATHEMATICS: GRADE 5 - MEASUREMENT AND DATA - 5.MD

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

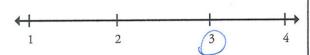
#### 5.MD.3b

- 3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement.
  - b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of *n* cubic units.

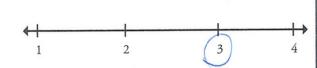
Important Mathematical Ideas



Skills and Procedures



Mathematical Relationships

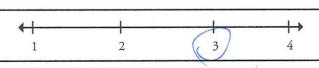


Summary / Justification / Evidence

Lacks real world examples

Indicate the chapter(s), section(s), and/or page(s) reviewed.

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):



Reviewed By:	
Title of Instructional Materials:	

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	Summary and documentation met. Cite examples from the	on of how e materials	the domain, cl	uster, and stand	ard are
5.MD.4	Important Mathematical Ideas	<u> </u>			<del></del>
Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.	Important matiematical record	1	2	(3)	4
	Skills and Procedures	1	2	3	4
200 PA	Mathematical Relationships	1	2	3	<del> →</del> 4
	Summary / Justification / E	vidence		``````````````````````````````````````	
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clu developed in the instructio	ster, and s	tandard that a als (if any):	re missing or no	ot well
	Overall Rating	1	2	3	4

Reviewed By:	
Title of Instructional Materials:	

Summary and documentation of how the domain, cluster, and standard are Geometric measurement: understand concepts of volume and relate met. Cite examples from the materials. volume to multiplication and to addition. 5.MD.5a Important Mathematical Ideas 5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume Skills and Procedures is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication. Mathematical Relationships Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating

Reviewed By:	
Title of Instructional Materials:	

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	Summary and documentation met. Cite examples from the	on of how the materials.	domain, clu	uster, and standa	ard are
<ul><li>5.MD.5b</li><li>5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.</li></ul>	Important Mathematical Ideas	1	2	3	4
b. Apply the formulas V = I × w × h and V = b × h for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.	Skills and Procedures	1	2	3	4
De los	Mathematical Relationships	1	2	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clu developed in the instruction	ster, and star	ndard that a (if any):	re missing or no	t well
					el .
	Overall Rating	1	2	3	4

Reviewed By:	
Title of Instructional Materials:	

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	Summary and documentation met. Cite examples from the		e domain, clus	ter, and stanc	lard are
<ul><li>5.MD.5c</li><li>5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.</li></ul>	Important Mathematical Ideas	1	2	3	4
c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.	Skills and Procedures	1	2	3	<del> -&gt;</del> 4
	Mathematical Relationships	1	2	3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E	vidence			
indicate inc chapter(5), cootion(5), and/or page(5) terreties.	Portions of the domain, clu developed in the instruction			missing or no	ot well
	Overall Rating	1	2	3	<b>→</b> 4

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Reviewed By:	
Title of Instructional Materials:	

### MATHEMATICS: GRADE 5 - GEOMETRY - 5.G

Summary and documentation of how the domain, cluster, and standard are Graph points on the coordinate plane to solve real-world and met. Cite examples from the materials. mathematical problems. 5.G.1 Important Mathematical Ideas Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one Skills and Procedures axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and v-coordinate). Mathematical Relationships Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. 131-138 Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): **Overall Rating** 

Reviewed By:	
Title of Instructional Materials:	

# MATHEMATICS: GRADE 5 - GEOMETRY - 5.G

Classify two-dimensional figures into categories based on their properties.	Summary and documentation met. Cite examples from the	on of how the materials.	ne domain, clus	ster, and stand	ard are
5.G.3	Important Mathematical Ideas	4			<del></del>
Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.		1	2	3	4
ngni angles.	Skills and Procedures	1	2	3	4
V P 3 5	Mathematical Relationships	1	2	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clu developed in the instructio	uster, and st mal material	andard that are is (if any):	missing or no	ot well
	Overall Rating				
	Overall Nating	1	2	3	4

Reviewed By:	
Title of Instructional Materials:	

MATHEMATICS: GRADE 5 - GEOMETRY - 5.G

Classify two-dimensional figures into categories based on their properties.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
5.G.4	Important Mathematical Ideas
Classify two-dimensional figures in a hierarchy based on properties.	$\begin{array}{cccccccccccccccccccccccccccccccccccc$
	Skills and Procedures  1 2 3 4
	Mathematical Relationships  1 2 3 4
	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.	
A 257 B 186-190 230-231 195-199 201-204 211-214	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
B 186-190 230-231	
201-204	Overall Rating  1 2 3 4

Title of Instructional Materials:

# Walk Frank

### MATHEMATICS: GRADE 5 - NUMBER AND OPERATIONS-FRACTIONS - 5.NF

Use equivalent fractions as a strategy to add and subtract fractions.	Summary and documentation met. Cite examples from the			ster, and standa	rd are
5.NF.1  Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general,	Important Mathematical Ideas	1	2	3	4
a/b + c/d = (ad + bc)/bd.)  Let it more later it, which great with most of the student with an a separate white	Skills and Procedures	1	2/9	3 To gharage	4
	Mathematical Relationships	1	2	3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Ex Person of problem or George Leli Landspank				
123-,55 t, fret 15 14 x fred 188-203 t fret	Portions of the domain, clus developed in the instruction  S. N. F. Factor mining frank 5. N. F. Salv and davelage. 5. N. F. Salv and davelage.	nal materia	ls (îf any):	-	well
	Overall Rating	1	2	3 3 7	4

Title of Instructional Materials:

# Halp for Forces

#### MATHEMATICS: GRADE 5 - MEASUREMENT AND DATA - 5.MD

Convert like measurement units within a given measurement system.	Summary and documentati met. Cite examples from the		domain, clus	ter, and standard are
<b>5.MD.1</b> Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	Important Mathematical Ideas	1	2	3 2,5 4
Net many proclace opportunitions in the the proclass our payableme and workfork)	Skills and Procedures	1	2	3 2 4
	Mathematical Relationships	1	2	3 3 4
Indicate the chapter(s), section(s), and/or page(s) reviewed.  134, 290-296 - amounting muss. (1 cm³ + /min)  277-285 - whiteman	Summary / Justification / E	Lelining Landa Franks	age and good	- grhi
	Portions of the domain, cludeveloped in the instruction 5. MD. I - Plankard Mes 5. MD. 2 - Museum 6. MD. 5 - Mad developed in the Sb Vs & A As I	ster, and stand nal materials (i	lard that are	
	Overall Rating	1	2	3 4

Reviewed By: Title of Instructional Materials: Standards for Mathematical Practice 1. Make sense of problems and persevere in solving them. Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and The solution of the solution o solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches. Indicate the chapter(s), section(s), or page(s) reviewed. Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence



Reviewed By:	
Title of Instructional Materials:	

# 2. Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

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Indicate the chapter(s), section(s), or page(s) reviewed

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence



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Title of Instructional Materials:	

3. Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they

make sense, and ask useful questions to clarify or improve the arguments.

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Can you are the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

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Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence



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Reviewed By: Title of Instructional Materials:

# Documenting Alignment to the Standards for Mathematical Practice

# 4. Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

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Indicate the chapter(s), section(s), or page(s) reviewed.

Summary/Justification/Evidence

Tools, Diagrams
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Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):



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Title of Instructional Materials:	

5. Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

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47-Calculator w/ Hands-on Activity 18 - Calculator w/ tables 110-Calculator

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Reviewed By:	
Title of Instructional Materials:	

6. Attend to precision.
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Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence





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Title of Instructional Materials:	

7. Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$ , older students can see the 14 as  $2 \times 7$  and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y)<sup>2</sup> as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

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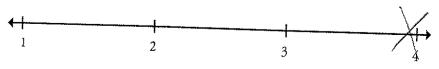
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Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence



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Title of Instructional Materials:	

8. Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By abstract the equation (y-2)/(x-1)=3. Noticing the regularity in the way terms cancel when expanding (x-1)(x+1),  $(x-1)(x^2+x+1)$ , and proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate

process, while attending to the details. They continually evaluate the reasonableness of the place value chart  $\omega = 100$ .

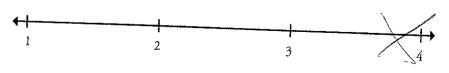
Sugapore Bars  $\omega = 1234 \times 79$ .

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Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence



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Title of Instructional Materials:	

# MATHEMATICS: GRADE 5 - OPERATIONS AND ALGEBRAIC THINKING - 5.0A

Write and interpret numerical expressions.	Summary and documentation of how the domain, cluster, and standard ar			
5.OA.1	met. Cite examples from the materials.			
Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	Important Mathematical Ideas  1 2 3 4			
evaluate expressions with these symbols.	Skills and Procedures  1 2 3 4			
22 Carland Review	Mathematical Relationships  1 2 3 4			
	Summary / Justification / Evidence			
ndicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):			
	Overall Rating			

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Reviewed By:	
Title of Instructional Materials:	

Write and interpret numerical expressions.	Summary and documentation	on of how	the domain, cl	uster, and standard are
5.OA.2	met. Cite examples from the	e material:	S	
Write simple expressions that record calculations with numbers, and interpret	Important Mathematical Ideas	+		
numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to		1	2	3 4
calculate the indicated sum or product.	Skills and Procedures	+		
calculate the indicated sum or product.		1	2	3 /4
St to WS	Mathematical Relationships	<del>+ </del>		<del></del>
Con	De M	1	2	3 / 4
mod step	Summary / Justification / Ev	vidence		
ndicate the chapter(s), section(s), and/or page(s) reviewed.	\ 			
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	Overall Rating +	+		<del>-+ X ++</del>

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MATHEMATICS: GRADE 5 – OPERATIONS AND ALGEBRAIC THIN	Title of Instructional Materials:		
Analyze patterns and relationships.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.		
5.OA.3  Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting	Important Mathematical Ideas		
of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.	Skills and Procedures  I 2 3 4		
Informally why this is so.	Mathematical Relationships  1 2 3 4		
10, 5 m, 50m, 200.	Summary / Justification / Evidence		
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, cluster, and standard that are missing or not we developed in the instructional materials (if any):		
	Overall Rating		

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Title of Instructional Materials:	

Understand the place value system.	Summary and documentati	on of how	the domain, clu	ster, and stan	dard ar
5.NBT.1	met. Cite examples from the materials.				
Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	Important Mathematical Ideas	1	2	3	<del> </del>
	Skills and Procedures	1	2	3	<del></del>
	Mathematical Relationships	1	2	3	4
Indicate the chanter(s) costion(s) and (success)	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, clus developed in the instruction	eter, and sta al materials	andard that are s (if any):	missing or no	ot well
	Overall Rating +	1	2	<del></del>	<del>-                                     </del>

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Summary and documentati	ion of how the	ne domain, clu	ster, and sta	ndard are
Important Mathematical Ideas	+			$\longrightarrow \longleftarrow$
	1	2	3	4
Skills and Procedures	4	1	1	V.
	1	2	3	4
Mathematical Relationships	44		1	
·	1	2	3	4
Summary / Justification / E	vidence			
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Overall Rating	<del></del>	- <del> </del> 2		<del></del>
	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  Summary / Justification / E  Portions of the domain, cludeveloped in the instruction	met. Cite examples from the materials.  Important Mathematical Ideas  I  Skills and Procedures  I  Mathematical Relationships  I  Summary / Justification / Evidence  Portions of the domain, cluster, and stadeveloped in the instructional materials	met. Cite examples from the materials.  Important Mathematical Ideas  I 2  Skills and Procedures  I 2  Mathematical Relationships  I 2  Summary / Justification / Evidence  Portions of the domain, cluster, and standard that are developed in the instructional materials (if any):	Important Mathematical Ideas  1 2 3  Skills and Procedures  1 2 3  Mathematical Relationships  1 2 3  Summary / Justification / Evidence  Portions of the domain, cluster, and standard that are missing or nedeveloped in the instructional materials (if any):

Title of Instructional Materials:

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Write and interpret numerical expressions.	Summary and documentation met. Cite examples from the	on of how t	ne domain, cl	uster, and stand	dard are
5.OA.2  Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.		1		3	<b>→</b> 4
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
	Summary / Justification / Ev	ridence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, clus	ter and eta	ndard that a		
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simplifying	Overall Rating ←	1	2	3	<del>-   →</del> 4



Title of Instructional Materials:

Analyze patterns and relationships.	Summary and documentation met. Cite examples from the	on of how the	he domain, clus	ster, and stai	ndard are
5.OA.3		· ····································			
Generate two numerical patterns using two given rules. Identify apparent	Important Mathematical Ideas	<del></del>			\_\
of corresponding terms from the two patterns, and graph the ordered pairs		1	2	3	4
on a coordinate plane. For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one	Skills and Procedures	<del>(                                     </del>			
sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.		1	2	3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Mathematical Relationships	<del></del>			<del>\ \</del>
		1	2	3	<b>/</b> 4
	Summary / Justification / Evidence				
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	Portions of the domain, clus developed in the instruction	eter, and sta al materials	ndard that are (if any):	missing or n	ot well
	Overall Rating	1	-  -	3	<del>\</del>

Title of Instructional Materials:

Understand the place value system.	Summary and documentation met. Cite examples from the		ne domain, clus	ster, and sta	ndard are
<b>5.NBT.1</b> Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	Important Mathematical Ideas	1	2	3	
2.2	Skills and Procedures	1	2	3	*
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Mathematical Relationships	<b>← </b> 1	2	3	1
	Summary / Justification / E Detailed exam illustrated in	ġ <b>y</b> o 6€ .	tivis ida waya	A m	
	Portions of the domain, clu developed in the instruction			missing or	not well
	Overall Rating	1	2	3	4

Reviewed By:	
Title of Instructional Materials:	

# MATHEMATICS: GRADE 5 - NUMBER AND OPERATIONS IN BASE TEN - 5.NBT

Understand the place value system.	Summary and documentation met. Cite examples from the	on of how the materials.	ne domain, clus	ster, and star	ndard are
5.NBT.2	Important Mathematical Ideas	4 1	1		<u> </u>
Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.		1	2	3	74
	Skills and Procedures	<del>(                                     </del>	2	3	$\longrightarrow \longleftarrow$
	***************************************		۷	J	/ <del>*</del>
	Mathematical Relationships	<del></del>			$\longrightarrow$
		1	2	3	/ 4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Ev	ridence A A	ownovst		
	Portions of the domain, clus developed in the instruction			missing or	not well
	Overall Rating	<u> </u>	I		
	-	1	2	3	4

The Charles A. Dana Center

Title of Instructional Materials:

Understand the place value system.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
5.NBT.3a  3. Read, write, and compare decimals to thousandths.	Important Mathematical Ideas  1 2 3 4
a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).	Skills and Procedures  1 2 3 4
Durkered	Mathematical Relationships  1 2 3 4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence  Ave a 3' on Shi should be fraction of the state
Chap8 - Sections.  Chap 1 - Whole -	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
Light in City	Overall Rating  1 2 3

Title of Instructional Materials:

Understand the place value system.	Summary and documentation met. Cite examples from the	on of how the materials.	e domain, clus	ter, and star	dard are
<ul><li>5.NBT.3b</li><li>3. Read, write, and compare decimals to thousandths.</li></ul>	Important Mathematical Ideas	1	2	3	4
<ul> <li>b. Compare two decimals to thousandths based on meanings of the digits in each place, using &gt;, =, and &lt; symbols to record the results of comparisons.</li> </ul>	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E	vidence	e.	· VA	
Unap8 - Sec. 182	Portions of the domain, clu developed in the instructio	ister, and sta nal material	andard that are s (if any):	missing or	not well
	Overall Rating	<del></del>	2	3	

Title of Instructional Materials:

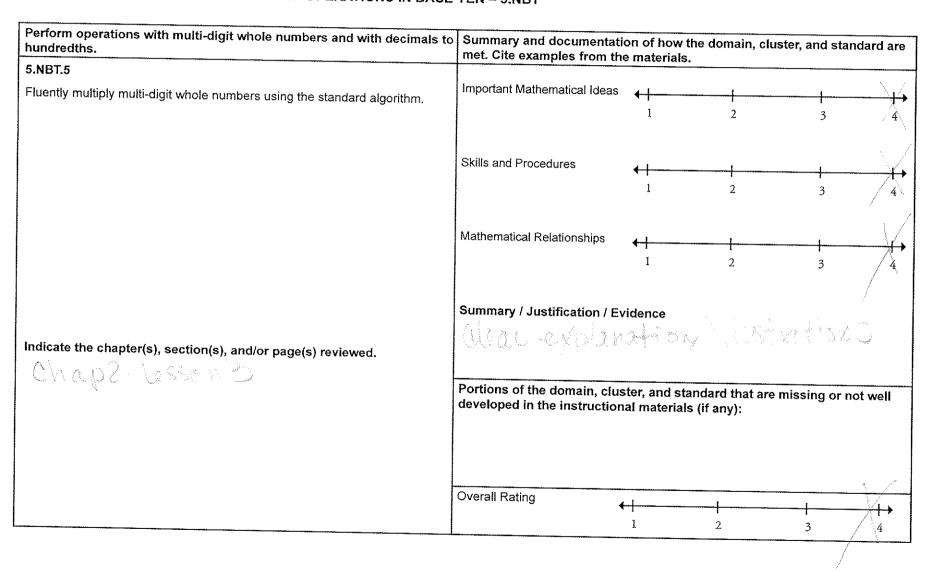
Understand the place value system.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
5.NBT.4	Important Mathematical Ideas
Use place value understanding to round decimals to any place.	1 2 3 4
	Skills and Procedures  1 2 3 4
	Mathematical Relationships  1 2 3 4
	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.	theat this vations of it entitle
Chap. 8 —	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating  1 2 3 4



Title of Instructional Materials:

Matrin Tarus

### MATHEMATICS: GRADE 5 - NUMBER AND OPERATIONS IN BASE TEN - 5.NBT





Title of Instructional Materials:

Math in Frous

#### MATHEMATICS: GRADE 5 - NUMBER AND OPERATIONS IN BASE TEN - 5.NBT

Perform operations with multi-digit whole numbers and with decimals to hundredths.	Summary and documentation met. Cite examples from the		ne domain, clus	ster, and standard are
dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular	Important Mathematical Ideas	1	2	3 4
	Skills and Procedures	1	2	3 4
	Mathematical Relationships	1	2	3 4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E	vidence		
Chap2 Jestone	Portions of the domain, clu developed in the instruction	-		missing or not well
	Overall Rating	1	2	3 4

Title of Instructional Materials:

### MATHEMATICS: GRADE 5 - NUMBER AND OPERATIONS IN BASE TEN - 5.NBT

Perform operations with multi-digit whole numbers and with decimals to hundredths.	Summary and documentation met. Cite examples from the	on of how the materials.	ne domain, clus	ter, and stand	dard are
5.NBT.7					17
Add, subtract, multiply, and divide decimals to hundredths, using concrete	Important Mathematical Ideas	+			<del></del>
models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.		Park.	2	3	4
	Skills and Procedures	+			
		1	2	3	4
	Mathematical Relationships	<del></del>			
		1	2	3	4
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Exactly winat	3 je	a de a Acolo		
Chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, cludeveloped in the instruction	ster, and stand materials	indard that are s (if any):	missing or no	ot well
					- d
	Overall Rating	1	2	3	4



Title of Instructional Materials:

Nan'n Yau

Use equivalent fractions as a strategy to add and subtract fractions.	Summary and documentation of how the domain, cluster, and standar met. Cite examples from the materials.				dard are
5.NF.1	Important Mathematical Ideas				
Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$ . (In general, $a/b + c/d = (ad + bc)/bd$ .)	important wathernatical ideas	1	2	3	4
	Skills and Procedures	+	2	3	<del></del>
	Maril 12 15 15	1	2.	3	4 · · · · · · · · · · · · · · · · · · ·
	Mathematical Relationships	1	2	3	4
	Summary / Justification / Ev	ridence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary Justification / EV	er en			
Chap <sup>3</sup> an mi	Portions of the domain, clus developed in the instruction	ster, and st al materia	andard that are	missing or no	ot well
					, /
	Overall Rating	1	2	3	<b>→</b> 4

Reviewed By:

Title of Instructional Materials:

Use equivalent fractions as a strategy to add and subtract fractions.	Summary and documentation of how the domain, cluster, and standard a met. Cite examples from the materials.				ard are
5.NF.2  Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g.,	Important Mathematical Ideas	<del>(  </del>	2	3	<del> →</del> 4
by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.	Skills and Procedures	1	<del> </del> 2	3	4
	Mathematical Relationships	1	2	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Chap 3 See San S	Portions of the domain, clu developed in the instruction			re missing or no	t well
	Overall Rating	1	1 2	3	<del></del>

Title of Instructional Materials:

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	Summary and documentation of how the domain, cluster, and standard met. Cite examples from the materials.				dard are
5.NF.3			*		
Interpret a fraction as division of the numerator by the denominator $(a/b =$	Important Mathematical Ideas	<del></del>			
$a \div b$ ). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual		1	2	3	4
fraction models or equations to represent the problem. For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each	Skills and Procedures	4	1		
ion has a share of size 3/4. If 9 people want to share a 50-pound sack		1	2		<del></del>
of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?		1	2	<b>3</b>	4
· ·	Mathematical Relationships	4—			• •
		1	2		<del></del>
			2	./3 	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
		···			
Orapación de la compación de l	Portions of the domain, cluded developed in the instruction	ster, and st nal material	andard that ar s (if any):	e missing or no	t well
				ž	
	Overall Rating				
		<del></del>		<del></del>	<del></del>
		1	2	3	4

Title of Instructional Materials:

#### MATHEMATICS: GRADE 5 - NUMBER AND OPERATIONS - FRACTIONS - 5.NF

Summary and documentation of how the domain, cluster, and standard are Apply and extend previous understandings of multiplication and met. Cite examples from the materials. division to multiply and divide fractions. 5.NF.4a Important Mathematical Ideas 4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. a. Interpret the product  $(a/b) \times q$  as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations Skills and Procedures  $a \times q \div b$ . For example, use a visual fraction model to show (2/3)  $\times$  4 = 8/3, and create a story context for this equation. Do the same with  $(2/3) \times (4/5) = 8/15$ . (In general,  $(a/b) \times (c/d) = ac/bd$ .) Mathematical Relationships 2. Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating 2 4 1

Title of Instructional Materials: \_

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	Summary and documentation met. Cite examples from the	on of how the materials.	e domain, clus	ter, and stand	ard are
<ul><li>5.NF.4b</li><li>4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</li></ul>	Important Mathematical Ideas	1	2	3	4
b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.	Skills and Procedures	<del></del>	2	3	<del> </del> →
	Mathematical Relationships	1	2	3	<del></del>
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, cludeveloped in the instruction	uster, and si onal materia	andard that are	e missing or n	ot well
	Overall Rating	1	1 2	1 3	4

Title of Instructional Materials:

Math in Fronk

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.  5.NF.5a	Summary and documentation of how the domain, cluster, and standard a met. Cite examples from the materials.
<ol> <li>Interpret multiplication as scaling (resizing), by:</li> <li>a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicate multiplication.</li> </ol>	Important Mathematical Ideas
	Skills and Procedures  1 2 3 4
	Mathematical Relationships  1 2 3 4
idicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
0	overall Rating

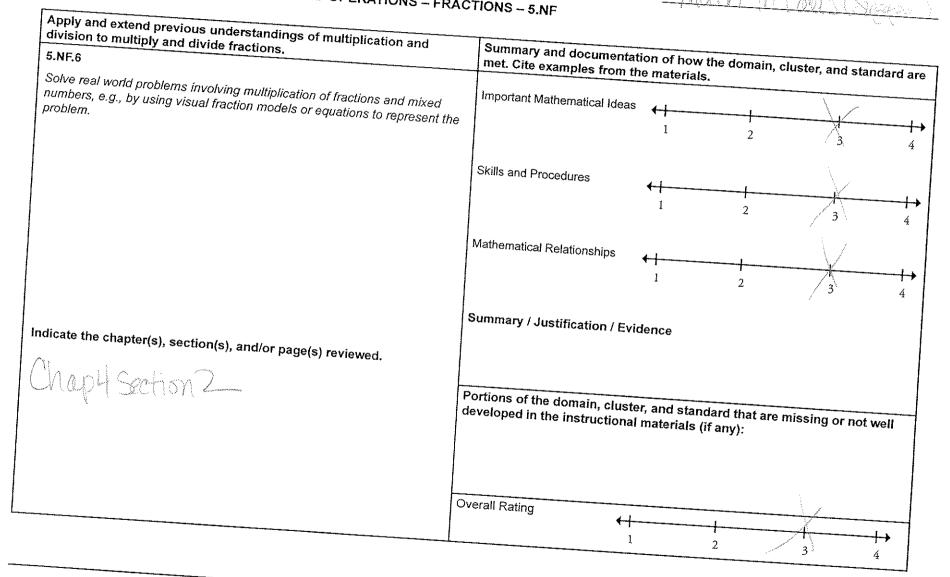
alo: MAHA IN TOUR

Title of Instructional Materials: \_\_\_

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	Summary and documentation of how the domain, cluster, and standamet. Cite examples from the materials.					
<ul><li>5.NF.5b</li><li>5. Interpret multiplication as scaling (resizing), by:</li></ul>	Important Mathematical Ideas	1 2	3	<del></del>		
b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of	Skills and Procedures	1 2	3	4		
multiplying a/b by 1.	Mathematical Relationships	1 2	3	4		
	Summary / Justification / E	Evidence				
Indicate the chapter(s), section(s), and/or page(s) reviewed.						
Chapt- Caniffind explicit explanation exploration & this string was	Portions of the domain, cludeveloped in the instruction	uster, and standard th onal materials (if any):	at are missing o	r not well		
	Overall Rating	1 2	3	4		



Title of Instructional Materials:

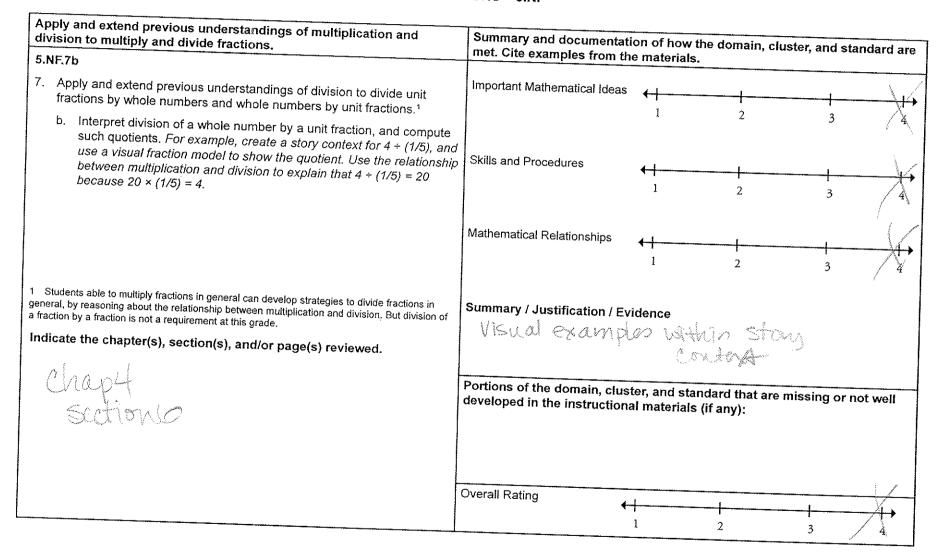


Title of Instructional Materials: Math in Tollio

			ster, and sta	ndard are
Important Mathematical Ideas	<del>(  </del> 1	1 2	3	
Skills and Procedures	<del>1</del> 1	2	3	4
Mathematical Relationships	1	2	3	14
Explicit Exam  Portions of the domain, clus	ster, and s		missing or	not well
Overall Rating			3	<del>\</del>
	met. Cite examples from the Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  Summary / Justification / Explicit Examples  Portions of the domain, cludeveloped in the instruction	Important Mathematical Ideas  Important Mathematical Ideas  I  Skills and Procedures  I  Mathematical Relationships  I  Summary / Justification / Evidence  Explicit Example  Portions of the domain, cluster, and sideveloped in the instructional material	met. Cite examples from the materials.  Important Mathematical Ideas  1 2  Skills and Procedures  1 2  Mathematical Relationships 1 2  Summary / Justification / Evidence  Explicit Example  Portions of the domain, cluster, and standard that are developed in the instructional materials (if any):	Important Mathematical Ideas  1 2 3  Skills and Procedures  1 2 3  Mathematical Relationships  1 2 3  Summary / Justification / Evidence  Explicit Example  Portions of the domain, cluster, and standard that are missing or developed in the instructional materials (if any):

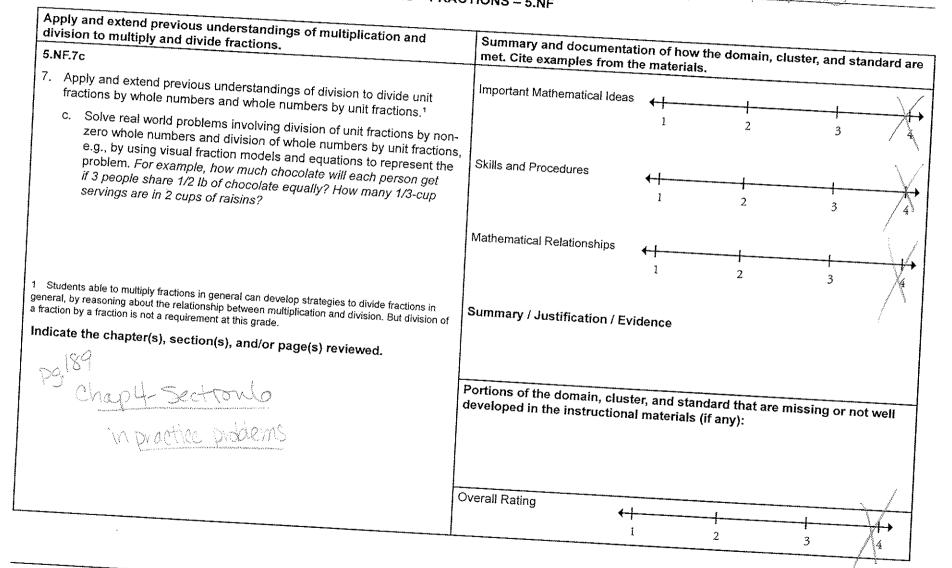
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Title of Instructional Materials:





Title of Instructional Materials:



Title of Instructional Materials:

Math in Frois

Convert like measurement units within a given measurement system.  Summary and documentation of how the domain, cluster, an met. Cite examples from the materials.			
5.MD.1  Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	Important Mathematical Ideas  1 2 3 4		
	Skills and Procedures  1 2 3 4		
	Mathematical Relationships  1  3 4		
	Summary / Justification / Evidence		
Indicate the chapter(s), section(s), and/or page(s) reviewed.  Chap16 - p.257 Sutus / Nillitas  mL = cm <sup>3</sup> pg . 290	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):		
Couldn'thind am/m conversion	Overall Rating  I I I I I I I I I I I I I I I I I I I		

MATHEMATICS: GRADE 5 – MEASUREMENT AND DATA – 5.N Represent and interpret data.	TO TOUR TO TOUR
Make a line plot to display a data set of measurements in fractions of a ur (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problem involving information presented in line plots. For example, given different beaker would contain if the total amount in all the beakers were redistributed equally.	Summary and documentation of how the domain, cluster, and standard met. Cite examples from the materials.  Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships
dicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence  Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating  1 2

onal Materials: Math of the control of the control

Title of Instructional Materials:

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	Summary and documentation of how the domain, cluster, and standard a met. Cite examples from the materials.				
Recognize volume as an attribute of solid figures and understand concepts of volume measurement.	Important Mathematical Ideas	<del></del>	2	3 4	
a. A cube with side length 1 unit, called a unit cube, is said to have one cubic unit of volume, and can be used to measure volume.	Skills and Procedures	1	2	3	
	Mathematical Relationships	1	2	3	
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Ex		d d che Kample	nsile Visually	
Chap. 15	Portions of the domain, cluded developed in the instruction	ster, and st nal material	andard that are s (if any):	missing or not well	
	Overall Rating	<b>←  </b> 1	2	1 3	

- Nath nations

Title of Instructional Materials:

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				ndard are
Recognize volume as an attribute of solid figures and understand concepts of volume measurement.	Important Mathematical Ideas	<del>(  </del>	2	3	-\\\-\\\-\\\-\\\-\\\-\\\\-\\\\-\\\\\\\\
b. A solid figure which can be packed without gaps or overlaps using <i>n</i> unit cubes is said to have a volume of <i>n</i> cubic units.	Skills and Procedures	<del>                                      </del>	2	3	4
	Mathematical Relationships	1	2	3	<del>1</del>
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Ev		)		/
Chapter 15 det parx 2264 264 milit outros p. 262 per	Portions of the domain, clus developed in the instruction	ster, and stand material	andard that are s (if any):	missing or	not well
	Overall Rating	1	2	3	—— <del> </del> → 4

Title of Instructional Materials:

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	Summary and documentation of how the domain, cluster, and standard armet. Cite examples from the materials.				indard are
5.MD.4					1
Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.	Important Mathematical Ideas	+			
		1	2	3	
	Skills and Procedures	4		1	
		1	2	3	X
	Mathematical Relationships	<b>4</b> 1		1	
		1	2	3	/4
	Summary / Justification / Evidence				
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Extersive examples				
Chapis	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):				
	Overell Dation				<u> </u>
	Overall Rating	1	2	3	<del></del>

MATHEMATICS: GRADE 5 - MEASUREMENT AND DATA - 5.MD

Title of Instructional Materials: Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition. Summary and documentation of how the domain, cluster, and standard are 5.MD.5a 5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. Important Mathematical Ideas a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Skills and Procedures Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication. Mathematical Relationships Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. Beginning on pg. 277 - Begins W Portions of the domain, cluster, and standard that are missing or not well Counting unit curs then on pg. 280- Carries into use of developed in the instructional materials (if any): measurement of lengths and Overall Rating

Title of Instructional Materials: Materials:

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	Summary and documentation of how the domain, cluster, and standard ar met. Cite examples from the materials.				ndard are
<ul><li>5.MD.5b</li><li>Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.</li></ul>	Important Mathematical Ideas	<del>                                      </del>	2	3	——————————————————————————————————————
b. Apply the formulas $V = I \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.	Skills and Procedures	1	2	3	
	Mathematical Relationships	1	2	3	-\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, cludeveloped in the instruction	ster, and st	andard that are	missing or r	not well
	Overall Rating	<del>(                                     </del>	2	3	11

Title of Instructional Materials:

MATHEMATICS: GRADE 5 - MEASUREMENT AND DATA - 5.MD

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition. Summary and documentation of how the domain, cluster, and standard are 5.MD.5c 5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. Important Mathematical Ideas c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to Skills and Procedures Mathematical Relationships Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. chap15-MIF uses water in tank example in many problems—which demonstrates the concept and Big Idea in this Standard Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating

s: NAM IN TANK

Title of Instructional Materials:

# MATHEMATICS: GRADE 5 - GEOMETRY - 5.G

Graph points on the coordinate plane to solve real-world and mathematical problems.  5.G.1	Summary and documentation of how the domain, cluster, and standard met. Cite examples from the materials.				
Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).	Important Mathematical Ideas  1 2 3				
	Skills and Procedures  1 2 3 4				
	Mathematical Relationships  1 2 3				
ndicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence  Excellent all movest actions				
Chapter 11 Section 2	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):				
C	Overall Rating ←				

Title of Instructional Materials: \_

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### MATHEMATICS: GRADE 5 - GEOMETRY - 5.G

Graph points on the coordinate plane to solve real-world and mathematical problems.	Summary and documentation of how the domain, cluster, and standard met. Cite examples from the materials.			
5.G.2	Important Mathematical Ideas		•	. \.,
Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	important maniematical tueas	1	2	3
	Skills and Procedures	<del>(                                     </del>	2	3
		•	2	
	Mathematical Relationships	1	2	3
	Summary / Justification / Ev	/īdence		
Indicate the chapter(s), section(s), and/or page(s) reviewed.				
Chapterll	Portions of the domain, clus developed in the instruction	ster, and stand materials	andard that are s (if any):	missing or not well
	0			
	Overall Rating	1	2	3